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ABSTRACT

This manual is designed for individuals responsible for training Head Start staff and parents to lead "Exploring Parenting" groups. It focuses on the role of trainers of groups of leaders and effective training methods. Chapter 1, "Approach to Training," describes the approach to training group leaders in a nonthreatening, structured group experience in which participants become familiar with the curriculum and practice conducting activities in order to develop their own leadership style. Chapter 2, "Basic Elements of Training," describes the structure of the workshops, training content, methods used, and characteristics of effective trainers. Chapter 3, "Preparing to Train," details tasks involved in preparing to train group leaders, including organizing the training team; planning the training design; arranging facilities, equipment, and materials; and informing participants. Sample scripts for modeling particular activities and sample 6- and 3-day training schedule outlines are included. Chapter 4, "Providing Training and Technical Assistance," provides tips on methods that respect the maturity, responsibility, and capabilities of trainers and participants. Evaluation forms are included. An appendix details a 6-day training schedule. (KDFB)

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A Manual For Training Leaders In **Exploring Parenting**

PS 024286

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FOREWORD

This manual is designed for those who are responsible for training Head Start staff and parents to lead Exploring Parenting groups. It does not provide information about the Exploring Parenting program or the role of group leaders. Rather, it focuses on the role of trainers of group leaders and the methods of training that have proved effective. A prerequisite for using this manual is a thorough familiarity with the curriculum and the Group Leader's Guide.

The suggestions for training offered in this manual are based on the experiences of Roy Littlejohn Associates' staff and the Head Start staff members who worked with them during the field test of the curriculum and the national training workshops which followed. It is their hope that this manual will prove helpful to all who carry on the work of training group leaders in Exploring Parenting.

Chapter One

APPROACH TO TRAINING

The approach to training group leaders in Exploring Parenting is similar to that of the curriculum itself. The training is designed to provide a structured group experience in which individuals deal with the issues raised in the curriculum and develop group leadership and learning skills. Individuals learn the value of sharing experiences and of giving and receiving group support. In a non-threatening, non-judgmental atmosphere, participants become familiar with the curriculum and practice conducting activities. They model the attitudes and behavior of trainers and begin to develop their own leadership styles. Every aspect of the training they receive influences the way that they will lead parent groups. The quality of training, then, directly affects the quality of the Exploring Parenting Program.

Training for leadership in Exploring Parenting is based on the following premises:

- There is no single best way to lead a group in Exploring Parenting.
- Each leader must develop an individual style based on his or her abilities and personality and on the needs and characteristics of the group.
- Leadership in Exploring Parenting requires a thorough understanding of the philosophy, goals, and structure of the curriculum, as well as complete familiarity with the goals and activities of each session.
- Exploring Parenting leaders need to feel comfortable in dealing with the issues raised in the curriculum, in facilitating group process, and in using the basic learning techniques--brainstorming, role-playing, keeping a journal, and observing and analyzing behavior.

The primary goal of Exploring Parenting training is to prepare Head Start staff and parents to lead Exploring Parenting groups. The objectives are as follows:

- To improve and practice group leadership and learning skills.
- To understand the goals and philosophy of Exploring Parenting.
- To become familiar with the content of each Exploring Parenting session.

Chapter Two

BASIC ELEMENTS OF TRAINING

There are four basic elements in the Exploring Parenting training program: the structure of the workshop, the training content, the methods or techniques used, and the trainers themselves.

STRUCTURE

The structure or framework of the workshop greatly influences its success. The time frame, the schedule, the sequence of activities, and the balance of large and small group activities affect the learning experience of individuals and the group as a whole.

The recommended time frame for an Exploring Parenting workshop is from three to six days. It is highly unlikely that participants could absorb the curriculum, experience group process, and learn group facilitation and leadership skills in a shorter period. The optimum time frame is six days, yet with careful planning and adequate follow-up much can be accomplished in four or five days.

The schedule for the workshop should provide for regularity and predictability of daily events. Because the workshop participants experience stress from many sources--adjusting to an unfamiliar environment and new people, dealing with the issues raised in the curriculum, anticipating their roles as group leaders--the schedule of activities should provide a secure structure. Changes in the daily schedule and in the format for sessions should be kept to a minimum. Participants can then direct their energy toward accomplishing goals rather than adjusting to changes.

The sequence of training activities should reflect the sequence of sessions in the curriculum. This will enable the participants to grasp the total structure of the curriculum and will

provide a logical framework for learning the basic skills and developing group cohesion. The curriculum is designed so that more sensitive topics are introduced only after the group has developed enough mutual trust and support to bear the stress which the topics inevitably produce; the training should be designed with equal sensitivity to the group process.

Large group activities during which participants observe and occasionally participate in modeling sessions should be balanced with small group meetings where active involvement is greater. The structure of activities should respect the participants' needs to feel comfortable in the group before trying out new skills or sharing personal experiences. However, it must also provide adequate opportunities for participants to practice leadership skills and deal with difficult feelings before going home.

CONTENT

The content of the training workshop should include three basic areas: the curriculum, the basic learning techniques used in the curriculum, and group facilitation skills.

Curriculum

Training should insure that participants clearly understand the philosophy and goals of Exploring Parenting as a whole, as well as the goals of each session, the purposes of each activity, and the methods of carrying out each activity. Each session should be presented, in one form or another, in sequence, so that participants see the structure of the curriculum: how each session flows into the next; how learnings build upon previous ones; how activities contribute to the development of group cohesion; how more sensitive issues are raised only after group support has been developed. Participants also need to experience some sessions in depth, so that they see how a series of activities, each with a specific time allocation, contributes to the accomplishment of the session goals.

The Exploring Parenting curriculum is designed to be used as a whole, without substitutions, deviations, or deletions. Its structure, its careful sequence of sessions and activities, provides security for the leader and insures the accomplishment of the program goals. If group leaders are to accept the cur-

riculum and use it as it was designed, they need the opportunity to experience it as completely as possible, both as learners and leaders. Only if group leaders know and trust the structure of the curriculum, will they be able to facilitate parent groups in a non-directive, non-judgmental, and relaxed manner. Only then will they be able to let the curriculum work for them.

Learning Skills

There are four basic learning skills used throughout the curriculum: keeping a journal; brainstorming; role-playing; observing and analyzing behavior. Participants in training need to develop these skills and learn to teach them to others.

These skills are introduced to parents groups in the first four sessions of the curriculum. Keeping a journal is introduced in Session 1, brainstorming in Session 2, role-playing in Session 3, and observing and analyzing behavior in Session 4. Step by step directions for introducing the skills are given in each of the four session plans. By focusing on these sessions in depth in the training workshop, participants can most readily learn the basic skills. Later sessions provide natural opportunities for using these skills. In addition, participants can practice these skills in small group meetings.

Group Facilitation Skills

Leaders of Exploring Parenting groups need to develop sensitivity to the process by which a number of individuals, engaging in activities together, gradually form a group. In addition, they need to refine their skills in helping the group to function well and making the work of the group easier. It is the role of group leaders to focus discussions on the topic at hand, to help all members feel comfortable in participating, to keep activities flowing in the appropriate time periods, and to model for the group an accepting and empathetic attitude toward each group member.

Participants in training learn these skills in several ways: by observing experienced group leaders in action; by being a member of a group; by leading group sessions themselves; and by observing and analyzing the group facilitation skills of other participants. First hand experience is the best way to develop and refine such skills.

METHODS OF TRAINING

Several methods of training group leaders in Exploring Parenting are recommended: presentation of an overview of the curriculum; session modeling by trainers and participants; simulation of sessions; small group meetings; daily warm-up activities; special interest sessions; back-home planning sessions.

Curriculum Overview

By presenting an overview of the curriculum early in the training workshop, the trainers can orient participants to the curriculum and establish a base for a more detailed examination of the sessions. In the overview, the assumptions on which the curriculum is based should be mentioned:

- Parents are mature, capable adults who have the right and responsibility to make their own child-rearing decisions.
- There is no one best way to parent--each parent must find his own best way based on his cultural background, past experiences, personality, values, aspirations, and goals for himself and his child.
- Parents need opportunities to meet their own basic needs before being called upon to respond to the needs of their children.

The overview should also include an elaboration of the goals of the curriculum, capsule summaries of each session, and a description of the materials to be used. Trainers should refer to the Leader's Guide and the session plans in preparing the overview.

Modeling Sessions

In modeling a session of the Exploring Parenting Program during a training workshop, trainers or participants present a shortened version of the session, accounting for all activities. The presenters (trainers or participants) model the roles of

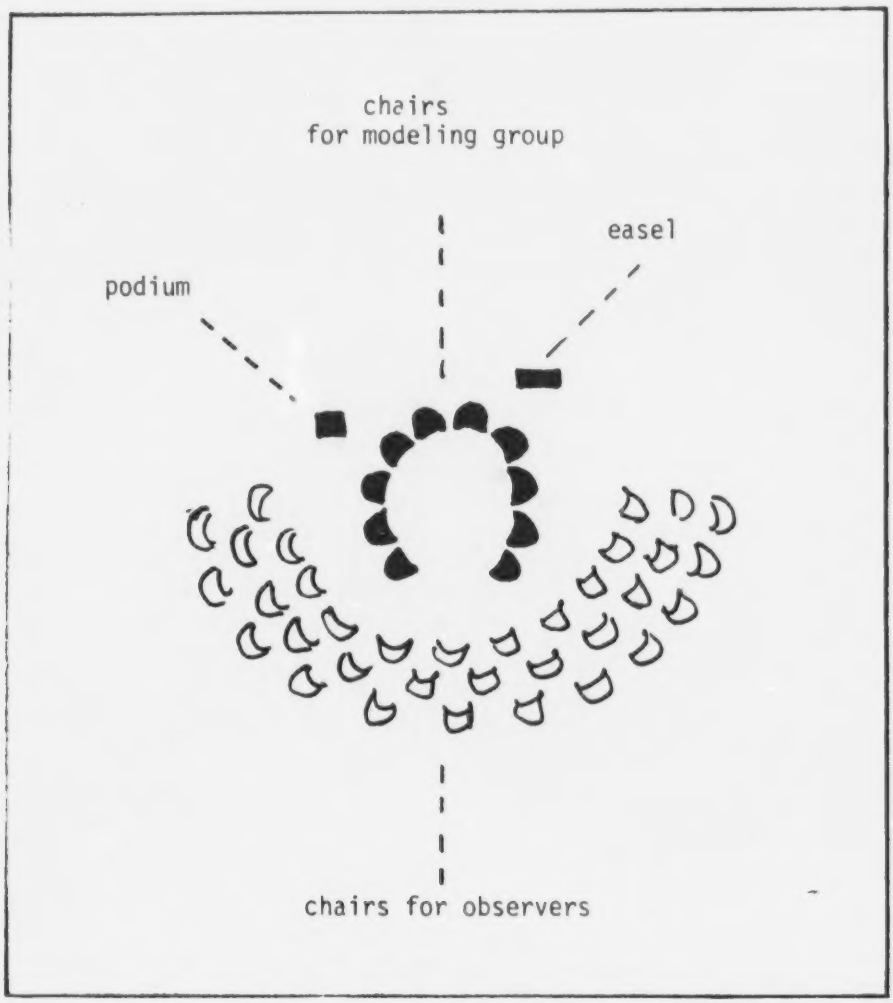
group leaders, while participants serve as group members. Training workshop participants who are not actually involved in the modeling session observe the session carefully, noting both the content and process, and prepare to discuss their observations in their small group meeting.

The format for a modeling session has two parts: modeling in "real time" and "asides". When modeling in "real time", the presenters conduct all or part of an activity with the group in the time it would take to do so in an actual Exploring Parenting session. Nothing is sped up or slowed down. During "real time" modeling, both presenters sit with the group members and behave as group leaders would in an actual session.

In an "aside", one presenter steps away from the group, stands at a podium, and presents information about the session to the audience, or observers. This information includes the goals and underlying themes of the session, the relationship of this session to previous ones, and a description of activities in the session which will not be modeled with the group. The "asides" serve as a transition between activities modeled in "real time" and provide information that will help the training workshop participants to understand the structure of the session, the purposes of the activities, and how they relate to one another. Presenters can also offer suggestions on preparing for and conducting the session at home. While one presenter is presenting remarks aside, the other presenter sits with the group members and listens.

Participants who join the group "on stage" during a modeling session are advised to act as themselves rather than play the role of a "parent". They should draw upon their own experiences and respond naturally during the activities. However, no pressure should be put on participants to reveal personal information and feelings. Each group that participates in a modeling session will be different; members will be "new" to each other and somewhat self-conscious about being in front of a large group. Therefore, they will not feel as comfortable as parent groups who have met regularly for weeks or months. Their level of comfort will naturally affect the depth of their response to the topics of the session.

The following equipment and materials are needed for each modeling session: a podium to be used by the presenter during "asides"; an easel and chart paper for use when modeling activities in "real time"; ten chairs for the presenters and eight participants, and all equipment and materials for the session indicated in the session plans. Following is a chart indicating the position of furniture during a modeling session.



Simulation of Sessions

Simulation is a method of presenting a session in a very abbreviated form. It combines a verbal description of the essential elements of a session with an opportunity for the participants to engage briefly in an activity. Simulations give the essence and flavor of sessions which are not modeled and provide transitions between those that are.

Usually, a single trainer presents one or more simulated sessions to the entire group of participants. He or she summarizes the activities of the session and chooses one activity--a journal activity, a question for discussion, all or part of a film or record--to share with the group. The participants sit in a semi-circle, so that they can see the trainer, movie screen, or charts. If audio-visual materials are used, a second trainer provides assistance.

Small Group Meetings

When the number of participants in a training workshop exceeds twenty, it is beneficial to form small groups of ten to twenty participants. Meetings of the small groups serve several functions. They provide opportunities for participants to:

- Experience group process and give and receive support.
- Discuss observations of the large group modeling sessions.
- Engage in activities which were not modeled in the large group.
- Deal personally with the issues raised in the curriculum.
- Practice the learning skills used in the curriculum.
- Practice group facilitation and leadership skills.
- Prepare to model sessions in the large group.

By participating in a small group, each participant can learn, first hand, the process through which a number of individuals form a group, establish interpersonal relationships, work together, and solve problems that inevitably arise. They learn the value of giving and receiving support and, in the supportive environment, deal with the sensitive issues which the curriculum raises. They learn group facilitation skills by observing the trainer who leads the group and feeling the effects of his or her leadership style. As the training progresses, group members take turns facilitating the meetings and thus have a chance to practice their skills and to experience a variety of leadership styles.

It is during small group meetings that participants thoroughly analyze and discuss their observations of the large group modeling sessions. Trainers can give participants a guide, such as Exhibit A, to use during observations and discussions. Immediately after a modeling session, participants need a chance to give their first reactions to it. If any of the small group members actually participated in modeling, their reactions should be elicited. The group leader should focus the discussion on: how the leaders conducted the session; the degree to which they followed the curriculum; the responses of the group members in the modeling session; strengths and weaknesses in the leadership styles; alternative ways a leader could handle situations that arose during the session. These discussions provide opportunities for the trainers to clarify the curriculum--the goals of the session, the purposes of each activity, the steps in carrying out activities--as well as to point out the effects of deviations from the curriculum.

After discussing what happened in the modeling session, the small group can engage in an activity from the session that was not modeled in full or they can practice one of the learnings skills, such as role-playing. Group members can alternate with the trainer and each other in leading those activities. Small group meetings can also be used to prepare for modeling a session before the large group.

Exhibit A

Day_____

Date_____

EXPLORING PARENTING
Observation Sheet

Modeling of session #_____

Goals of session:_____

_____

_____

_____

Name of activity:_____

What was purpose of activity?_____

_____

What could participants learn/gain?_____

_____

What methods/techniques were used to facilitate learning?_____

_____

Name of activity:_____

What was purpose of activity?_____

_____ _____

What could participants learn/gain?_____

_____

What methods/techniques were used to facilitate learning?_____

_____

How were group participants encouraged to take part in activities?_____

_____

How did participants interact/react to each other? To group leader?_____

_____

Would you anticipate any problems in leading this session?_____

_____

Daily Warm-Up Activities

Each day of training should begin with warm-up activities for the entire group of participants and trainers. These provide opportunities for everyone to become better acquainted and they establish a friendly tone for the day's activities. Following are some warm-up activities:

- Give each participant a piece of paper and a straight pin, ask each to complete the sentence, "I am..." using at least five nouns or adjectives, then pin the paper on and mix with other participants.
- Ask groups of participants to sit in a circle and take turns telling their first names, one thing about themselves, and the names of all those who spoke before them.
- Ask participants to share with others their first name and the names of their children.
- Ask participants to form pairs, share three facts about themselves, then introduce their partner to the group.

Special Interest Sessions

If time permits, several special interest sessions can be included in the training workshop. These sessions should be designed to respond to the interests or needs of participants. Sessions might focus on refining basic learning skills (brainstorming, role-playing, keeping a journal, observing and analyzing behavior), recruiting participants for Exploring Parenting, or involving parents in planning and conducting the program.

Back-Home Planning Sessions

Before ending the workshop, it is advisable to allocate some time for participants to make plans for implementing Exploring Parenting in their own Head Start programs. Plans should address recruitment procedures, number of participants, site for meetings, financial and human resources, schedule of activities, and other pertinent issues. Trainers should be available to participants to answer questions and provide assistance.

TRAINERS

The effectiveness of the training workshop depends, in great measure, on the preparation of the trainers and the role they assume in relation to the participants.

At a minimum, those who train group leaders in Exploring Parenting must have completed such training themselves. It is desirable that trainers also have experience in leading an Exploring Parenting group. It is essential that trainers know the curriculum well--each session and each activity--and that they accept the assumptions on which it is based. Trainers should also be proficient in the basic learning and group facilitation skills. Above all, they must be convinced of the value of the program and eager to share it with others.

Trainers of Exploring Parenting group leaders serve as models, teachers, sources of information, and providers of support. Because every group engaged in Exploring Parenting grows and learns in its own way, trainers also become learners in the workshop, delving deeper into their own experiences and feelings, clarifying and sharing their perceptions, and benefiting from the insights of others.

The Exploring Parenting curriculum raises issues of authority and freedom which originate in parent-child relationships and which many adults have not yet resolved. Feelings about these issues are likely to surface in the training process in unexpected ways: resistance to the curriculum, to the training methods, or to the trainers; assertion of authority over subordinates; withdrawal from active participation; insistance on "doing my own thing". Trainers need to be sensitive to these underlying issues, to empathize with what the participants are going through, and to avoid reacting in an authoritarian manner. Trainers must trust the power of the curriculum to speak for and defend itself; people will usually recognize its value if they have the opportunity to experience it fully, without deviations or distortions. Trainers are more effective when they provide support and information about Exploring Parenting than when they engage in power struggles over specific approaches or materials. It is the trainers' responsibility to define the curriculum, the limits within which it has proved effective, and the risks one takes in departing from it. The rest is up to the participants.

Chapter Three

PREPARING TO TRAIN

There are four basic tasks involved in preparing to train group leaders in Exploring Parenting: organizing the training team; planning the training design; arranging facilities, equipment, and materials; informing participants. Planning should begin at least two months in advance of the workshop. The basic tasks can be accomplished in steps during the planning period. The following planning schedule gives to the training director suggested dates for task completion week by week.

Week	Task
8	Contact participants and trainers. Identify workshop site.
7	Secure materials, supplies, and equipment.
6	Complete draft of training design.
5	Meet with trainers and assign specific responsibilities.
4	Inform participants of final plans.
3	Review assignments completed by trainers.
2	Meet with trainers and rehearse presentations.
1	Conduct training workshop.

ORGANIZING THE TRAINING TEAM

After the training director has been identified, trainers who meet the qualifications outlined in the previous chapter should be selected. Each training team should include some persons who have actually led Exploring Parenting groups; their first-

hand experience is an invaluable asset which professional trainers cannot offer. The number of trainers needed depends on the number of persons to be trained; at least two trainers are needed for every 20 participants.

After the trainers have been selected, they should meet for orientation, preparation, and assignment of responsibilities. A minimum of one day should be set aside for this, with more time allocated if the trainers have never worked together or if some of them have never trained before. The agenda for the trainer's workshop should include the following:

- Reviewing the goals and structure of the curriculum.
- Defining the purposes of the activities and the steps in carrying them out.
- Reviewing the procedures for modeling and simulation.
- Defining the trainer's role.
- Reviewing the draft of the training design and making any necessary modifications.
- Assigning responsibilities for modeling sessions and simulations.

The training director should set a date when plans for training assignments are due.

PLANNING THE TRAINING DESIGN

The design for training group leaders in Exploring Parenting is built on a framework of large group and small group activities. Large group activities include the presentation of the curriculum overview, warm-up activities, modeling sessions, and simulation of sessions. Small group meetings usually follow each modeling session. Small group activities are described in the previous chapter.

This basic training design can be adjusted to meet the needs of particular training groups. For instance, when there are fewer than 20 participants, all activities could be conducted

with the entire group -- breaking into small groups might be unnecessary. Another possible variation is to conduct some of the modeling sessions in small groups, rather than before the large group. This is particularly appropriate for sessions dealing with sensitive topics which participants might discuss more freely in their small groups.

Planning the training design involves the following steps:

- Selecting sessions to be modeled by trainers and participants.
- Planning modeling sessions.
- Planning session simulations.
- Developing a plan for viewing films and listening to records.
- Preparing the workshop schedule.

Selecting Sessions To Be Modeled

The group of sessions selected for modeling should demonstrate the flow of the total curriculum and deal with the most important topics. It is advisable that the trainers model Sessions One through Four, with participants serving as the group members, in order to insure that the basic learning skills are introduced properly. Other sessions to be modeled can be assigned to the small groups of participants. Each small group should have the opportunity to prepare and conduct at least one modeling session. The number of sessions to be modeled depends on the length of the workshop. At least one hour should be allocated for each modeling session.

Planning a Modeling Session

The first step in planning a modeling session is determining which activities, or parts of activities, to model in "real time." It is usually best to choose those activities which give the "meat" of the session and contribute most to the accomplishment of the session goals. However, during the course of the workshop, the following session activities should also be modeled: Getting Started; Discussion of At-Home Activities; At-Home Activities; Summary and Evaluation.

When planning to model a session that occurs toward the end of the curriculum, the sensitivity of topics should be considered. It is better not to model in "real time" activities which might be difficult for participants to deal with because they are not comfortable with each other.

When trainers or participants plan to present a modeling session, they must first prepare as though they were going to conduct the three-hour session with a parent group. The second step is to develop a plan for modeling the session in a shorter time frame. The following chart outlines steps to take in preparing to lead a session and to present a modeling session.

Session	Presentation
read total curriculum	select activities to be modeled in "real time"
read leader's guide	devise way to present in "asides" the content not to be modeled
read session several times	develop a schedule for the presentation accounting for all blocks of time -- "real time" and "asides"
read previous session and session which follows	prepare a script for the presentation
preview all materials for session	
allow minimum of one hour preparation time for one hour of session	

The script mentioned above is a detailed plan for the presenter to follow during the modeling session. It is advisable for both presenters, the one responsible for leading the modeling and the one responsible for the "asides," to have their own scripts. Sample scripts for two trainers modeling Session 5 are provided as Exhibits B and C.

Exhibit B

TRAINER #1 Script

Session V = What Is Development

Goal: To model how parts of Session V can be conducted for parents

Materials Needed: Flipchart & Tablet, Magic Markers, Pencils, Podium for person doing the "asides," extra handouts #3

Person Responsible	Time (Minutes)	Activity	Implementation
T #1	3	Transition	Talk briefly about the first sessions in terms of: a. Skills developed: brainstorming; role play; observation and analysis. b. Ways in which we have looked at ourselves and our children to become familiar with potential problem areas in child rearing. c. The variety of things adults can be aware of and do to support children. Mention that this leads directly into learning more about how we as adults can help support the development of children. Session V "What Is Development" is the first of several sessions which will help us learn more about that.
T #1	1	Goals	Talk about what would be done with the Goals of this session with parents. (Have Goals on Tablet)
T #1	1	At-Home Activities	Share with the group what would be done with this activity, i.e., ask participants if anyone selected a statement made by a family member.

Exhibit B - Cont'd

Person Responsible	Time (Minutes)	Activity	Implementation
T #1	4	Dev't. Is	Explain to group observing that at this point you would move into activities on Development Is...(1 hr.) Do the following: a) Short introduction to the 3 information sheets before pass out; b) Pass out information sheets; c) Read information sheet #1 and complete exercise and discussion; d) Decide with group on information sheet #2 or #3 - bike or car episode; e) Tell group the participants decided on the car episode and are ready to discuss; f) Turn over to Trainer #2 to model.
T #2	20	"	
T #1	3	Picturing Dev't.	Explain to group observing that you would now move into activities to help parents look at development in children and to discover their own resources for children's development. (Normally this activity, Picturing Development, takes 1 hr.) Begin by brainstorming child's eating and feeding habits for the Infant, Toddler, Preschool and Primary School Child. The first three have been done. Turn over to Trainer #2 to implement the activity from Primary School Child's level.
T #2	20	"	

Exhibit B - Cont'd

Person Responsible	Time (Minutes)	Activity	Implementation
T #2	Included in 20 minute presenta-tion	Booklets	
T #2	2	At-Home: "Collecting"	Introduce the At-Home Activity as a way to follow the child's development in a special area. Tell the group observing there are 2 information sheets and that both have been read. Turn over to Trainer #2 for discussion.
T #2	4	Discuss At-Home "Col-lecting"	
T #1	2	Summary & Evalu-ation	Tell group observing that at the end of each session it is important to summarize. The agenda can be used as a guide for this. Ask if the goals were achieved. Evaluation forms may also be used.

Exhibit C

TRAINER #2 Script

Session V = What Is Development?

* 1st 20 minute modeling segment: Development Is ...

Materials	Implementation
Information Sheets #3	1. Read aloud information sheet #3 "Development at 29..." (Except last column)
Marking pens chart #1 prepared with heading and 3 columns	2. Brainstorm with group. Write on chart how individual felt - when she began learning to drive - while learning - after learning Ask if story reminds anyone of similar experience - share with group
	3. Tie in idea of development, learning new skills, with joining group Exploring Parenting - ask questions in 2 above how participants felt before E.P. feel now - during think they will feel - at end
Chart #2 prepared with heading	4. Read aloud last column of Information sheet #3. Ask group participants to jot down words in journals they associate with development. Ask for individuals to share their words - write on chart.

* 2nd 20 minute modeling segment: Picturing Development

Materials	Implementation
Chart in progress Child's ability to eat and feed self with infant toddler preschool child areas completed	Primary School Child 1. Ask what improved skills can you expect your child to have in first few years of elementary school, based on our information of earlier development? List on chart Remind participants, if necessary, that we recognize that no one description can typify the average child. 2. Discussion: how parents can use knowledge of child's typical eating skills to help child and to avoid problems. Possible questions: - What will you be able to ask your child to do when she is 8 years old which you cannot expect now? - How can you help your child as she develops eating skills over the next few years? - What opportunities will she need in order to learn to set table to use good table manners to carry on a conversation while eating to help clean up after meal to choose which foods are healthful and not to try new foods

Materials	Implementation
Booklets Picturing Development	3. Distribute booklets; introduce by explaining that the booklet uses words and pictures to show pattern of development in various areas, such as eating. Tell group the booklet is intended as a reference for parents to use at home as they watch their children grow and develop. It can help parents know what the normal patterns of development are, and what generally to expect of their child at various stages. Encourage participants to take a moment to page through entire booklet, answer questions as needed. Read Aloud Introduction; choose an area to read through stages of development with group. Point out: - booklet illustrates typical pattern of development; contrast areas in which little variation occurs sit walk run with areas in which individual variation may be great child relating to other children - development is influenced by physical growth emotional readiness opportunities to develop skill illustrate this point by tricycle example:

Materials	Implementation
	physically able <u>but</u> afraid well coordinated and eager <u>but</u> no tricycle tricycle and eager <u>but</u> lacking strength and coordination. - booklet contains only highlights; incomplete picture. by observing child carefully, parents can provide more detailed information about their child's abilities; booklet gives them a framework.

*3rd modeling segment 4 minutes: Last part of At-Home Activity "Collecting"

Materials	Implementation
Information sheets #4 and #5 already passed out and read	1. Discuss with group <u>why</u> one might want to collect suggested items (child's drawings, stories, questions, movements, observations of their block structures, etc.) - to see when children are ready to learn something new - to be able to help children in their development - to see patterns in children's behavior 2. During the coming week, decide what you would like to collect relating to your child's development, and how you would like to collect it. You may even be able to begin your collection by the time of our next meeting.

Planning Session Simulations

Plans for simulations of sessions can begin as soon as selections of sessions to be modeled are made. It is helpful to prepare brief scripts for each session simulation, specifying what remarks about the session will be made and what activity will be shared with the group.

Developing a Plan for Viewing Films and Listening to Records

A plan should be made for giving participants the opportunity to view films and listen to records which are not presented in simulations and modeling sessions. An evening session of an hour or two can usually serve this purpose.

Preparing the Workshop Schedule

A rough draft of the schedule for the workshop can be developed as soon as the basic time period is established. Blocks of time can be allocated immediately for introductions, the program overview, and the modeling and small group processing of Sessions 1-4, since these are the basic elements of even the shortest workshop. Scheduling from this point on requires careful consideration of how to best use the remaining time to help participants experience the structure and flow of the curriculum and learn the skills they need.

The six-day schedule, which follows as Exhibit D, represents the optimal and recommended training design. A detailed version of this design is presented in Appendix A. A three-day schedule, Exhibit E, is offered as a minimal plan for preparing persons to lead Exploring Parenting groups. It recognizes the skill-building aspects of the first four sessions, while giving attention to the remaining 16 sessions in a much abbreviated form.

Exhibit D

SIX-DAY TRAINING SCHEDULE

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
. Staff Meeting	. Program Overview	. Model of Session 4: "Looking at What You Do" . Small Group Meetings	. Simulation of Session 10 . Model of Session 11: "Dealing With Anger"	. Simulation of Session 15 . Model of Session 16: "Single Parenting"	. Interest Groups
	B R E A K				
	. Model of Session 1: "Getting Involved in Your Child's World" . Small Group Meetings	. Model of Session 5: "What Is Development?" . Small Group Meetings	. Small Group Meetings	. Small Group Meetings . Simulation of Session 17	. Interest Groups
	L U N C H				
. Registration	. Model of Session 2: "Responding to Your Child" . Small Group Meetings	. Simulation of Sessions 6,7,8,9 . How To Plan A Session/Presentation	. Simulation of Session 12,13 . Model of Session 14: "What About Discipline?"	. Model of Session 18: "When You're Under Stress" . Small Group Meetings	. Back Home Planning Session
	B R E A K				
	. Model of Session 3: "Dealing With Problems" . Small Group Meetings	. Small Group Meetings	. Small Group Meetings	. Simulation of Session 19 . Model of Session 20: "Beyond the Front Door" . Small Group Meetings	. Small Group Meetings . Summation
	S T A F F M E E T I N G				
. Orientation . Staff Meeting		. Planning Time	. Film Previewing	. Social Hour	

Exhibit E

THREE-DAY TRAINING SCHEDULE

Day 1	Day 2	Day 3
. Registration . Orientation	. Model of Session 3: "Dealing With Problems . Small Group Meetings	. Simulation of Session 10 . Model of Session 11: "Dealing With Anger . Small Group Meetings
B R E A K		
. Overview of Curriculum	. Model of Session 4: "Looking at What You Do" . Small Group Meetings	. Simulations of Sessions 12,13 . Model of Session 14: "What About Discipline?" . Small Group Meetings
L U N C H		
. Model of Session 1: "Getting Involved in Your Child's World" . Small Group Meetings	. Model of Session 5: "What is Development?" . Simulation of Sessions 6,7,8,9 with films . How To Plan a Session/Presentation	. Simulations of Sessions 15-20 with films . Back-Home Planning
B R E A K		
. Model of Session 2: "Responding to Your Child" . Small Group Meetings	. Small Group Meetings	. Small Group Meetings . Summation
S T A F F M E E T I N G		
	. Viewing of "Child at Home" Films	

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ARRANGING FACILITIES, EQUIPMENT, AND MATERIALS

Appropriate physical facilities set the stage for a successful training workshop. The site chosen should be readily accessible to participants, but distant from tempting distractions. The hotel or inn should provide adequate bedrooms for the participants and trainers, a moderately priced restaurant, and accessible meeting rooms, one large enough to accommodate the entire group and several adequate for small group meetings.

The following equipment is needed to conduct training: two film projectors and a screen; a record player for each small group; a podium; an easel for every meeting room.

Necessary materials include large chart paper, masking tape, wide felt-tip pens, and a spiral notebook and large three-ring binder for each participant, as well as all Exploring Parenting materials listed in the Leader's Guide.

INFORMING PARTICIPANTS

Participants should be notified of the date and site of the workshop at least two months in advance. This notification by telephone or letter should also provide some information about the Exploring Parenting Program and the purposes of the training workshop. At least one month before the workshop, participants should be sent a letter providing information about accommodations, travel arrangements, goals, and agenda.

Chapter Four

PROVIDING TRAINING AND TECHNICAL ASSISTANCE

Training and techincal assistance in leading Exploring Parenting groups should be organized and provided in ways that respect the maturity, responsibility, and capabilities of trainers and participants alike.

TRAINING

During the training workshop, participants and trainers must work together closely and intensively. Their relationships with each other will be more productive and satisfying if attention is given to the following: clarification of roles and responsibilities; adherence to the established schedule; provision of opportunities to socialize; daily evaluation of activities; and daily staff meetings.

During the opening session of the training workshop, roles and responsibilities of the training director, trainers, and any other staff should be defined. This will help participants to develop realistic expectations of the training team and to know to whom to turn when they need various kinds of assistance. Likewise, the trainers should establish their expectations of the participants at this time.

Both trainers and participants should be expected to adhere to the established schedule. Trainers must set an example by beginning and ending sessions on time and by arriving promptly for sessions when they are observers. Changes in the schedule should be avoided but, when unavoidable, they should be announced as far in advance as possible and be subject to the approval of both trainers and participants.

Opportunities for participants and trainers to socialize with each other should be provided in order to relieve the tension of training, provide recreation and break down any barriers between trainers and participants.

Mealtimes provide natural occasions, but trainees usually must take the lead in getting together with participants. An evening social time with music and refreshments provides another way of relaxing together.

Participants should be given the opportunity to evaluate the training activities, both orally and in writing, at the end of each day and at the end of the workshop. Sample evaluation forms are offered as Exhibits F, G, and H. These allow participants to share their feelings in a structured way and provide valuable information to the training team.

At the end of each day, the training team should meet to discuss the day's events and the participant's evaluations, to refine plans for the next day, and to offer each other advice and support. Because the trainers, like the participants, are under considerable stress, the staff meetings should be conducted in a relaxed, non-threatening atmosphere. The training director is primarily responsible for establishing an agenda for the meeting incorporating the suggestions of the trainers and for conducting the meeting in the time limits agreed upon by the group.

TECHNICAL ASSISTANCE

On-going technical assistance should be made available to Head Start staff and parents who are leading Exploring Parenting groups for the first time. The purposes of the technical assistance are to provide support, to clarify the curriculum, and to help group leaders improve their group facilitation skills.

Technical assistance can be provided in a variety of ways -- site visits, telephone consultations, and follow-up workshops. A combination of the above would be most beneficial.

During site visits, the TA provider can assist group leaders by helping them prepare for a session, then observing and discussing it with them. In between site visits, TA providers can be available to group leaders by telephone to answer questions and provide support. Short workshops for groups of Exploring Parenting leaders would provide opportunities for them to share their experiences, improve specific skills, and deal with issues or problems which the curriculum raises, either directly or indirectly.

Exhibit F

EVALUATION OF DAY'S ACTIVITIES

Goal: To prepare to lead Exploring Parenting groups.

Objectives:

To improve and practice group leadership and learning skills.

To understand the goals and philosophy of Exploring Parenting.

To become familiar with the content of each Exploring Parenting session.

Did today's activities help you to achieve these objectives?
Please explain.

Which activities helped you the most today?

Which activities didn't help as much?
How could they be improved?

Please comment on today's activities or the workshop in general.

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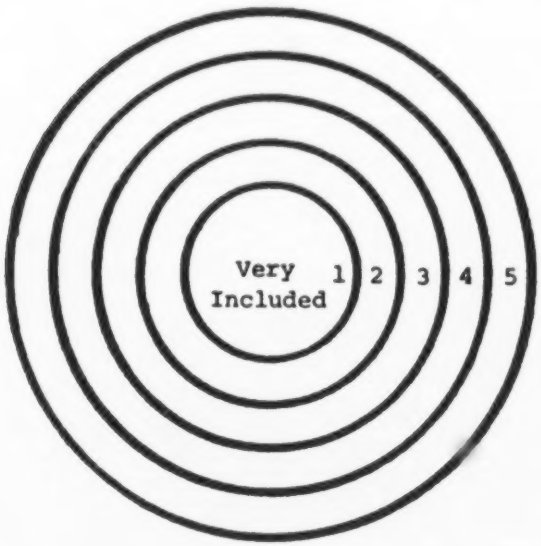
Exhibit G

Day_____

Date_____

GROUP PARTICIPATION ASSESSMENT

Look at the circles. On the line below, write the number which shows how much you feel you are included in our group. You may want to jot down a few words which tell why you feel this way.



Number_____shows how much I feel included.

Exhibit H

EVALUATION OF THE WORKSHOP

Please evaluate the workshop according to how well it helped you to meet the following goals and objectives:

	Excellent	V. Good	Good	Fair	Poor
Goal: To prepare to lead Exploring Parenting groups					
Objectives: To improve and practice group leadership and learning skills					
To understand the goals and philosophy of Exploring Parenting					
To become familiar with the content of each session					
Please rate the following:					
Printed materials other than the curriculum					
Physical facilities					
Presentations by trainers					
Group leadership by trainers					
Organization of the workshop					

COMMENTS: _____

_____

_____

Appendix A

SIX-DAY TRAINING SCHEDULE

DAY ONE

Day One of the training workshop is primarily for registration, orientation and getting to know one another. These activities contribute to the comfort level of the participants and should conducted before the first full day of training.

Staff Meeting: The morning hours prior to registrations are used for final pre-training staff meeting, so that all last minute details and problems can be attended to and resolved.

Registration: Registration will take place in the early afternoon with trainers responsible for greeting participants, handling registration, and distributing training materials and name tags.

Orientation: A brief welcome and orientation session is held during the early evening after dinner. The person in charge of training introduces the training staff and states the purpose of training and the roles and responsibilities of all workshop participants.

This is followed by a large group activity designed to make people feel more comfortable and at ease in the group. After participants begin to get acquainted with one another, further time is provided for formation of the small groups. Small group meeting time is focused on the goals for the workshop and introduction to the curriculum package.

DAY TWO

Program Overview: An overview of the entire curriculum is presented. The overview includes a brief synopsis of each session; the relationships between sessions; and the learning skills and curriculum materials used.

Modeling of Session #1: "Trying Out A Child's World". In each modeling session some activities are modeled in whole or part according to the times specified in the session plans. Remaining activities are discussed, in the proper order, in asides. For Session #1, these activities are:

Modeled	Asides
. Keeping A Journal	. Introduction
. Trying Out A Child's World (in part)	. Getting Started
	. Goals and Agenda
	. Doing Things
	. At-Home Activity
	. Summary and Evaluation

Small Group Meeting: Small group time is used for the following activities:

- Share first reaction to modeling.
- Allow those who participated in the modeling to share their experience with the group.
- Discuss content and process of modeling using curriculum as a reference and guide.
- Practice using the journal.
- Review "Doing Things" booklet.
- Review information sheets.

Modeling of Session #2: "Responding to Your Child"

Modeled	Asides
. Discussion of At-Home Activities	. Goals and Agenda
. Brainstorming	. Some Ideas from Professionals
. Looking for Children's Reasons	. At-Home Activity
. Little Blocks	. Summary and Evaluation

Small Group Meeting

- Share first reactions to modeling.
- Allow those who participated in the modeling to share their experience.
- Discuss content and process of modeling using curriculum as a reference and guide.
- Practice brainstorming.
- Discuss information sheet on Ideas from Professional Helpers.

Modeling of Session #3: "Dealing With Problems"

Modeled	Asides
. Role-playing	. Goals and Agenda . Discussion of At-Home Activities . Analyzing Problems . Sending Messages . At-Home Activity . Summary and Evaluation

Small Group Meeting

- Share first reactions to modeling.
- Allow those who participated in the modeling to share their experience.
- Discuss content and process of modeling using curriculum as a reference and guide.
- Continue role-playing activity.
- Discuss information sheet on Sending Messages.
- Complete evaluation forms.
- Ask participants to prepare for Day Three by reviewing Sessions 4-9.

DAY THREE

Modeling of Session #4: "Looking at What You Do"

Modeled	Asides
. Craig at Home . Taking Another Look	. Goals and Agenda . Discussion of At-Home Activities . There's Another Way of Saying It . Comments on Craig . At-Home Activity . Summary and Evaluation

Small Group Meeting

- Share first reaction to modeling.
- Allow those who participated in the modeling to share their experience.
- Discuss content and process of modeling using the curriculum as a reference and guide.
- Allow for further discussion of the film and observations.
- Listen to and discuss the record, "Comments on Craig."

Modeling of Session #5: "What Is Development?"

Modeled	Asides
. Development Is..... . Picturing Development . At-Home Activity (in part)	. Review of first four sessions and transition to Session #5 . Goals and Agenda . Discussion of At-Home Activities . Introduction to Development Is... Activity . Introduction to Picturing Development Activity . At-Home Activity . Summary and Evaluation

Small Group Meeting

- Share first reactions to modeling.
- Allow those who participated in the modeling to share their experience.
- Discuss content and process of modeling using curriculum as a reference and guide.
- Study in more detail the "Picturing Development" booklet.
- Review information sheets not fully utilized in modeling.

Simulations of Sessions 6,7,8,9: Each of these sessions includes the use of a film. Simulations include a brief summary of each session and an introduction to and preview of all or part of the accompanying film.

Session 6: "Understanding Special Needs"
Session 7: "Child's Play"
Session 8: "Children's Art"
Session 9: :Learning More About the Artist"

How To Plan A Session/Presentation: Steps in the planning of and preparation for a three-hour session with parents are outlined for the large group. The adaption of a session plan for presentation at a training session is introduced in the large group and then worked out in detail during the small group meeting which follows.

Small Group Meeting

- Discuss how to plan assigned session. Participants will model Sessions 11,14,16,18 and 20.
- Complete evaluation forms.
- Ask participants to prepare for Day Four by reviewing Sessions 10-14.

Planning Time: Small groups will meet to plan remaining modeling sessions. Trainers will be available to assist groups as needed.

DAY FOUR

Simulation of Session 10: "Coping With Fear" Sessions 10-12 address feelings that are hard to deal with, and the activities of each are similarly structured and sequenced. The first activity, "Fear Is", is introduced to the group in the simulation.

Modeling of Session 11: "Dealing With Anger"

Modeled	Asides
. Anger and Development	. Goals and Agenda . Discussion of At-Home Activities . Anger Is.... . How You Can Help . At-Home Activity . Summary and Evaluation

Small Group Meeting

- Share first reactions to modeling.
- Allow those who prepared and/or participated in modeling to share their experiences.
- Discuss content and process of modeling using curriculum as a reference and guide.
- Discuss activities not modeled.
- Review additional information sheets.

Simulation of Session 12: "Living With Dependence and Love" Briefly review the activities which precede How You Can Help. Then discuss the questions on Information Sheet #2 with the group.

Simulation of Session 13: "Exploring Your Values" After a brief introduction to the session and its goals, show one of the "At-Home" films.

Modeling of Session 14: "What About Discipline"

Modeled	Asides
. What Discipline Means . Rachel at Home	. Goals and Agenda . Discussion of At-Home Activities . Ways of Influencing Behavior . At-Home Activity . Summary and Evaluation

Small Group Meeting

- Share first reactions to modeling.
- Allow those who prepared and/or participated in modeling to share their experiences.
- Discuss content and process of modeling using curriculum as a reference and guide.
- Complete evaluation forms.
- Ask participants to prepare for Day Five by reviewing Sessions 15-20.

Film Previewing: All films not used in modeling and not shown completely during simulations will be available for participants to preview. Trainers run the projectors and are available for any discussion or questions.

DAY FIVE

Simulation of Session 15: "Your Family and Others" Involve the group in this simulation by having participants share something about the families they grew up in and the families they now live in, using any memorabilia they have available.

Modeling of Session 16: "Single Parenting"

Modeled	Asides
. Raising Michael Alone	. Goals and Agenda . Discussion of At-Home Activities . The Statistics . A Letter From Netty . Problems and Possibilities . At-Home Activity . Summary and Evaluation

Small Group Meeting

- Share first reactions to modeling.
- Allow those who prepared and/or participated in modeling to share their experiences.
- Discuss content and process of modeling using curriculum as a reference and guide.
- Review information sheets and complete related activities.

Simulation of Session 17: "How Do You Cope?" Summarize entire session, giving particular attention to the record and use of the information sheets.

Modeling of Session 18: "When You're Under Stress"

Modeled	Asides
. Discussion of At-Home Activities . What Is Stress?	. Goals and Agenda . A Case of Family Stress . Forms of Support . At-Home Activity . Summary and Evaluation

Small Group Meeting

- Listen to the record, "A Case of Family Stress".
- Lead a discussion, using the questions outlined in the session plan.
- Do the Forms of Support activity.

Simulation of Session 19: "Keeping Children Safe" Present the activity on Preventing Accidents and introduce the chart.

Modeling of Session 20: "Beyond the Front Door"

Modeled	Asides
. Around the Way With Kareema	. Goals and Agenda . Discussion of At-Home Activities . How Many of You? . As Good As Anyone

Small Group Meeting

- Share reactions to modeling.
- Allow those who prepared and/or participated in modeling to share their experiences.
- Discuss content and process of modeling using curriculum as a reference and guide.
- Review the information sheets and activities not modeled.
- Conduct the Coming to a Close activity, referring to it as it relates to the curriculum, and using it in relation to the training situation.
- Complete evaluation forms.
- Ask participants to prepare for Day Six by identifying areas in which they need additional information, clarification or support and by giving some thought to their back-home planning needs.

Social Time: Provide pleasant surroundings and simple refreshments for participants. This is a good time to socialize, reinforce newly-formed friendships, make plans for keeping in touch, and generally celebrate the near-end of a week of hard work.

DAY SIX

Interest Groups: Set up two or three interest groups using trainers as resource persons. Participants will have the opportunity to attend two different sessions. Several topics can be covered in one group. Suggested topics are:

- Keeping A Journal
- Brainstorming
- Role-playing
- Observing and Analyzing Behavior
- Group process skills
- Recruitment procedures
- Curriculum review
- Use of outside resources

Back Home Planning Session: Structure this time so that participant teams can develop back home implementation plans for Exploring Parenting.

Small Group Meeting: The final meeting of the small group is used at the discretion of the group. Workshop evaluation forms are completed.

Summation: Person responsible for training summarizes program goals and philosophy, and the goals and activities of the workshop, allowing for participant input.

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